

Main Criteria: Spelling Classroom

Secondary Criteria: New Mexico Content Standards

Subject: Language Arts

Grades: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Spelling Classroom

Break It

Summary: Students "break" words into units of sound by partitioning the word and blending the individual sounds.

New Mexico Content Standards

Language Arts

Grade 1 - Adopted: 2012

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| STRAND / CONTENT STANDARD | NM.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Phonological Awareness |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.1.2. | Demonstrate understanding of spoken words, syllables, and sounds (phonemes). |
| PERFORMANCE STANDARD / INDICATOR | RF.1.2(b) | Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. |
| PERFORMANCE STANDARD / INDICATOR | RF.1.2(c) | Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. |
| PERFORMANCE STANDARD / INDICATOR | RF.1.2(d) | Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). |
| STRAND / CONTENT STANDARD | NM.RF.1. | Reading Standards: Foundational Skills |
| BENCHMARK / STANDARD | | Phonics and Word Recognition |
| PERFORMANCE STANDARD / BENCHMARK / PROFICIENCY | RF.1.3. | Know and apply grade-level phonics and word analysis skills in decoding words. |
| PERFORMANCE STANDARD / INDICATOR | RF.1.3(b) | Decode regularly spelled one-syllable words. |
| PERFORMANCE STANDARD / INDICATOR | RF.1.3(d) | Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. |
| PERFORMANCE STANDARD / INDICATOR | RF.1.3(e) | Decode two-syllable words following basic patterns by breaking the words into syllables. |